

Integration of Gender Equality Values Through Innovative Development of Interactive E-Modules in Social Studies Subject

Taqwa Ridlo Utama^{1✉}, Suyahmo Suyahmo², Arif Purnomo³

Universitas Negeri Semarang

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Abstract

Amidst the necessity for inclusive educational materials, this study endeavors to develop an E-Module that seamlessly integrates Gender Equality Values into the junior high school Social Studies curriculum.. The research product is an electronic module built using software and undergoes evaluation by experts, alongside feedback from teachers and students. Employing a Research and Development (R&D) approach, following the ADDIE model, the e-learning module undergoes a validation process. This validation process involves two subject matter experts: one specializing in gender studies and another in history, along with a media expert and a Social Studies teacher. The results of the validation indicate the high validity of the Interactive E-Module, with all involved parties providing strong validation scores. On average, expert and teacher assessments resulted in a validity score of 94.7%. Each party consistently achieved an average of 90% for both content and E-Module design. These results underscore the e-learning module's suitability for use, making it a highly recommended resource for Social Studies teachers at the junior high school level.

✉ Correspondence address:
Jl. Banaran Raya / Kol. HR. Hadijanto RT 3 RW 5, Sekaran, Kec.
Gunung Pati, Kota Semarang, Jawa Tengah
E-mail: taqwaridloutama17@gmail.com

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INTRODUCTION

Social Studies education plays a crucial role in instilling positive values in students (Sugiantoro et al., 2021; Kisna & Junaidi, 2022). However, simply instilling these values is not sufficient without considering current societal issues. Social studies education in Indonesia has not yet been directed toward the development of students' social analysis abilities (Purnomo et al., 2020). Therefore, the inculcation of positive values in Social Studies education must be relevant and in line with the prevailing societal concerns (Tanjung et al., 2022). This aligns with the objectives of the "Kurikulum Merdeka" initiative, which aims to grant schools the freedom to design curricula and teaching methods that are more relevant to the needs and developments of the present time (Rahayu et al., 2022). In this context, the integration of positive values in Social Studies education should reflect the current needs and conditions of society.

One pressing issue in education is the promotion of gender equality (Jimenez et al., 2017). Gender equality is a global issue widely discussed, including in Indonesia. Despite women in Indonesia making strides in various fields, gender disparities persist. The role of women is often disregarded and discriminated against, especially in the context of human rights (Gultom, 2021). Gender equality remains a complex issue that requires collaborative efforts to address. Education plays a pivotal role in tackling gender equality issues (Esteves, 2018). Education significantly contributes to fostering gender equality and eradicating gender discrimination (Handayani, 2018; Nuridin et al., 2022; Sulistyowati, 2020).

In the context of education in Indonesia, there is gender disparity reflected in the learning materials found in textbooks. Much of the content, including in Social Studies textbooks, tends to uphold a gender-biased perspective (Adriana, 2009; Martanti, 2017). The significance of gender equality issues in education emphasizes the need to integrate these concepts into Social Studies learning materials. In practice, addressing these issues should be

aligned with related topics within the curriculum (Azifambayunasti, 2022).

Through research analysis, it has been observed that the material on cultural interactions during the Islamic kingdoms era in Indonesia within the Social Studies subject exhibits significant gender bias. The involvement of women in this material appears to be limited, often lacking adequate attention to women's existence. This implies the necessity of developing content that reduces gender bias to provide students with a more comprehensive understanding of gender equality in learning. By integrating gender equality values into education, it is hoped that students can foster better comprehension and positive attitudes toward the importance of promoting gender equality in society.

Given these considerations, developing teaching materials that integrate gender equality educational values is an appropriate step to promote awareness of this matter. An instructional format deemed suitable for current technological advancements is the interactive E-module (Linda et al., 2018). Interactive E-modules are flexible in delivering educational content and are known to enhance students' understanding of the material in an engaging manner. These modules allow educators to combine various types of media such as text, images, audio, video, and animations to enrich students' learning experiences. Therefore, the development of interactive and flexible E-modules is a vital tool for enhancing the quality of education in the digital era (Elrizaq, 2021). Developing interactive E-modules proves to be an effective strategy in improving the quality of learning (Akhmadi et al., 2022; Arriany et al., 2020; Aryawan et al., 2018).

SMP Negeri 8 Semarang is an educational institution located in Semarang, Central Java. Data indicates that SMP Negeri 8 Semarang is committed to promoting gender equality education and women's empowerment. However, the integration of gender equality issues into the Social Studies curriculum at SMP Negeri 8 Semarang is still limited. Therefore, this research aims to develop interactive e-

module content for the Social Studies subject, with a specific focus on the development of Islam in Indonesia, while integrating gender equality values. This approach is considered suitable for implementation at SMP Negeri 8 Semarang, where there is an increasing interest in promoting gender equality values.

The objective of this research is to develop an interactive digital module that integrates gender equality values into the Social Studies learning curriculum at SMP Negeri 8 Semarang.

METHOD

This research employs the Research and Development (R&D) approach, which aims to produce specific products and assess their effectiveness (Sugiyono, 2016). In this study, the primary focus is on developing an interactive e-module with the integration of gender equality values into the Social Studies (IPS) curriculum at SMP Negeri 8 Semarang.

The development process follows the ADDIE design, which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. Each of these stages is interconnected and serves as the primary guide in the development of the interactive e-module (Branch, 2009).

The research subjects consist of 8th-grade students at SMP Negeri 8 Semarang, located at Jl. Cinde Raya No. 18, Jomblang, Kec. Candisari, Kota Semarang. The study was conducted on two scales: a small-scale pilot testing involving nine students and a large-scale implementation in one experimental class.

In the data analysis process, several techniques were used. First, the e-module was evaluated by a validator to determine its level of validity. Next, questionnaires were used to evaluate student and teacher responses to the developed e-module, with the data presented in the form of percentages. Finally, the effectiveness of the e-module was tested using a Post-Test Only Control Group design, where students were divided into an experimental group (receiving the e-module) and a control group (without the e-module). After the

completion of the learning process, both groups were measured with the same test, and the data were analyzed using an independent sample t-test to measure its effectiveness. In the testing, the researchers establish the Criteria for Achieving Learning Objectives (KKTP).

With a rigorous research methodology, this study aims to develop an interactive e-module with the integration of gender equality values into Social Studies education at SMP Negeri 8 Semarang and evaluate its effectiveness.

RESULT AND DISCUSSION

Interactive E-Module Product

The analysis phase serves as the initial step in the development of the Interactive E-Module. The initial analysis is related to the selection of content, in this case, the chosen content is the development of Islam in Indonesia. The decision to select this content is rooted in various fundamental considerations. The status of women within this content appears to be limited, and the existence of women, for example, in the cultural interactions during the Islamic kingdoms era, is scarcely mentioned. Therefore, material development is necessary to minimize gender bias and provide students with an understanding of gender equality in learning.

In the development of this interactive e-module content, the author is guided by the framework of Naomi Wolf's Feminism Theory regarding the concept of power feminism and the Islamic Feminism Theory within the concept of Maqasid Al-Shariah by M. Hashim Kamali.

The material presented is based on Naomi Wolf's (1997) principles of power feminism, as follows:

A significant role in life involves equal rights between women and men; in this context, the author seeks to elucidate how past Islamic kingdoms in Indonesia have set an example of how gender equality can be practiced.

Women have full agency over their destiny; here, the author delves into how women have the potential to achieve personal goals and aspirations without gender-based hindrances.

Women's experiences have meaning beyond mere talk; in the history of Islamic kingdoms in Indonesia, the author can detail how women played a significant role in the development of culture and civilization. They were involved in the arts, literature, and sciences, and their experiences played a crucial role in shaping important aspects of Indonesian culture.

Women have the power to express the truth of their experiences; women actively played a role in preserving cultural traditions and knowledge. Recognizing their role in passing down culture and knowledge will create awareness of the importance of supporting women in expressing the truth of their experiences.

Women have the right to receive respect in all aspects of life; several prominent women in Indonesian history, such as Nyai Ageng Pinatih, Laksamana Hayati, Qurrata'Aini (Datu Beru), Sultanah Safiatuddin, Sultanah Nahrasyiyah, Raden Ayu Retno Dumilah, and Ratu Kalinyamat, are concrete examples that illustrate women's rights to recognition and respect in various fields, including economics, the military, law, education, and leadership. By including them in the learning process, the researcher aims to convey Naomi Wolf's message about the importance of respecting women in all aspects of life.

In the design and development of this material, the author also draws upon the principles of Islamic Feminism Theory, Maqasid Al-Shariah, developed by M. Hashim Kamali. Islamic Feminism Theory combines Islamic principles with feminist movements to promote gender equality within the religious context. Maqasid al-Shariah, which emphasizes the importance of public welfare and minimizing potential harm (*madharat*), serves as a fundamental framework. According to Kamali, gender equality in Islam can be achieved through accurate interpretation and a deep understanding of Islamic teachings, such as the

Quran and Sunnah. A proper understanding of gender equality in Islam can benefit society and the international community, while affirming that Islam opposes all forms of discrimination and violence against women (Kamali, 2002).

Kamali's analysis forms part of the framework for designing the content within the module. The author incorporates an interpretation analysis from an Islamic perspective. The author presents the views of several Islamic figures with progressive interpretations regarding gender equality. This analysis is based on ensuring that the content presented in the module aligns with Islamic teachings contextually. The approach aims to ensure that the material presented in the module not only aligns with Islamic teachings contextually but also reflects gender equality values consistent with the framework of Maqasid Al-Shariah and the vision of equality in Islam.

In the design phase, the researcher utilized design and illustration applications such as Canva and Corel Draw to create adequate visuals. This e-module not only presents visually appealing images but also provides links to additional resources, videos, links, and supplementary materials relevant to the content being studied. Additionally, it includes interactive questions and exercises that allow students to test their understanding directly.

In the cover of our interactive e-module, we included examples of figures that represent gender equality in a balanced manner. There are three male and three female figures that reflect gender equality in the context of the development of Islam during the kingdom era. This is aimed at emphasizing the importance of the roles and contributions of both men and women in the history of Islam in Indonesia. It is expected to provide a balanced and inclusive representation of gender roles in the history of Islam in Indonesia to the readers of this e-module.

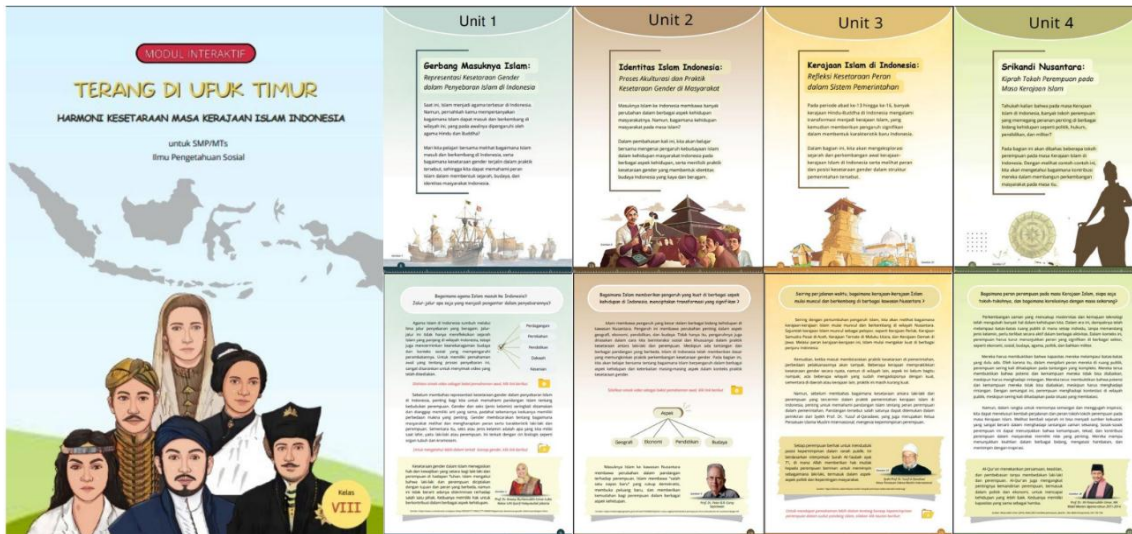


Figure 1. Display of an interactive e-module with the integration of gender equality values

The developed e-module comprises several main sections designed to facilitate effective learning. These main sections include Introduction, Content, and Conclusion, each with essential components for delivering the material. First, there is an Introduction section that covers Module Introduction, Learning Objectives, Module Benefits, Concept Map, and Module Instructions. This introduction provides context and guidance to students about what they will learn and why the material is relevant.

The Content section of the E-module consists of four substantial discussion chapters. The first chapter discusses the topic "The Gateway of Islam: Gender Equality Representation in the Spread of Islam in Indonesia." The second chapter, titled "Indonesian Islamic Identity: Acculturation Process and Gender Equality Practices in Society." Next, the third chapter, "Islamic Kingdoms in Indonesia: Reflecting Gender Equality in the Governance System," delves into the role of gender equality in the governance context. Finally, the fourth chapter, titled "Nusantara's Heroines: The Contributions of Female Figures in the Era of Islamic Kingdoms," highlights the role of women in the history of Islamic kingdoms in Indonesia across various aspects of life. Each chapter contains material that integrates gender equality values within its respective context.

Each chapter begins with an engaging introductory question that stimulates student interest and critical thinking. Within each chapter, there will also be specific material that focuses on Reflecting Gender Equality Values to reinforce the students' understanding of the content. The chapters conclude with a summary of the material to help students remember key concepts, along with interactive learning activities to test their understanding.

This module provides an understanding of four key aspects related to gender equality issues: access, participation, control, and benefits. Additionally, it provides an overview of gender injustices during the Islamic kingdoms era in Indonesia within its content, which is then used as a reflection to bolster gender equality in the present time. By emphasizing equal access, inclusive participation, accurate control, and fair benefits for all, the module aims to enhance students' understanding of gender equality issues through reflecting on materials from the Islamic Kingdoms era in Indonesia.

Finally, the Conclusion section consists of a Competency Test that helps students assess their understanding of the material they have learned, and a list of references that allows students to further explore the topic. By structuring this e-module effectively, the goal is to ensure that learning about the development of Islam in Indonesia with the integration of gender

equality values becomes more meaningful and effective for students.

This e-module is designed for easy access and operation by students. They can access it through various devices such as smartphones, tablets, or PCs. Students can use it according to the teacher's instructions or as a self-learning resource. Within it, students will be directed to read content, follow links to articles and videos, and answer interactive questions presented in the module.

After creating the Interactive E-Module, it undergoes testing to validate the developed product. In this phase, the module development process is based on the previously designed blueprint. The validation of the interactive e-module on the subject of Social Studies with the content on the development of Islam in Indonesia with the integration of gender equality values is obtained through the validation process conducted by two subject matter experts, one in gender studies, and one in history. Additionally, a media expert also participates in the validation process. Furthermore, the validity is assessed by a Social Studies teacher at SMP Negeri 8 Semarang.

Researchers collaborate with experts from diverse fields. Dr. Soc. Puji Lestari, M.Sc., specializes in gender studies, while Dr. C. Santi Muji Utami, M.Hum., is an expert in the historical development of Islamic content in Indonesia. Furthermore, Mr. Yan Amal Abdilah, S.Pd., M.Sc., M.Pd., lends his expertise in media. In addition, the researchers have established a collaborative partnership with Mrs. Dra. Eny Rahayu, who is a Social Studies teacher at SMP Negeri 8 Semarang. This collaboration is intended to gain invaluable evaluations and insights from an educator's perspective, ensuring that the product under development meets the requisite standards. Further information regarding the outcomes of the interactive e-module development phase will be detailed in the following subsection.

Additional data used in the validation of the interactive e-module includes readability data by students. Readability data is used as supporting data in determining the validity of

the interactive e-module product. The module is considered suitable for use if the validity percentages according to subject matter experts and media experts each reach at least 70%, indicating a level of validity from "Valid" to "Very Valid." Further information about the results of the interactive e-module development stage will be detailed in the following subsection.

Table 1. Product Validation

| Validator | Percentage (%) | Category |
|----------------|----------------|------------|
| Gender expert | 95.4 | Very valid |
| History expert | 98.4 | Very valid |
| Media expert | 94.2 | Very valid |
| Teacher | 96.8 | Very valid |

The validation results indicate that this Interactive E-Module is highly valid. The validity percentages from all parties involved reach a very high level. The gender expert provides a validity score of 95.4%, the history expert provides 98.4%, the media expert rates it at 94.2%, and the teacher's assessment results in 96.8% validity. These excellent validation results demonstrate that the Interactive E-Module can be considered highly valid in the context of using Social Studies materials about the development of Islam in Indonesia with the integration of gender equality values.

This outstanding validation affirms that the Interactive E-Module has met high standards of validity and can be effectively utilized in teaching this material. Therefore, this product can serve as a valuable learning resource and support efforts to promote gender equality in education.

The Effectiveness of Developing Interactive E-Module

The main aim of developing this Interactive E-Module is to enhance the understanding of gender equality values that have been integrated into the content of the development of Islam in Indonesia. Each component of this e-module has been meticulously designed to assist in training students' abilities to comprehend and apply the principles of gender equality.

In measuring the effectiveness of the module, this study used a knowledge test to assess learning outcomes related to the integration of gender equality values. The analysis of the module's effectiveness was conducted using the T-Test for validity. In this research, a single test was administered, specifically the Post-Test Only Control Group Design, which was conducted at the end of the study. The primary goal of this test was to evaluate and measure the learning outcomes achieved by students after completing the module-based learning. The results of this test serve as an indicator of the module's success in achieving the predefined learning objectives.

The researcher divided the students into two distinct groups. The first group, referred to as the experimental group, received treatment using the interactive E-module learning method. The experimental group was represented by students from class VIII C. Meanwhile, the second group, called the control group, received conventional, regular teaching treatment. The control group was represented by students from class D. In this testing, the researcher established the Criteria for Achieving Learning Objectives (KKTP).

Regarding the suitability of the quality of the material being tested, the researcher made content adjustments. In this context, the researcher divided the question content into two parts: 60% related to the general development of Islam in Indonesia and 40% more focused on additional material related to gender equality and the existence of female figures during the era of Islamic kingdoms in Indonesia.

This proportion was considered appropriate because it took into account essential aspects in the context of the exam material, especially material relevance and balance. By providing 60% of the material related to the general development of Islam in Indonesia and allocating 40% for additional material about gender equality and the existence of female figures during the era of Islamic kingdoms in Indonesia, the researcher emphasized the important issue of gender equality without neglecting the core material

regarding the development of Islam in Indonesia.

Here are the results of the T-Test conducted in this study, which were analyzed using statistical software SPSS. These results are used to strengthen the research findings and identify significant differences between the two tested sample groups. Furthermore, these results will be further elaborated to provide a more in-depth understanding of the impact of the variables tested on the study population.

Table 2. Normality Test and T-Test

| Group Statistics | | | | |
|--------------------------|-------|--------|---------|-----------------|
| | Class | N | Mean | |
| Learning Results | D | 29 | 66.7241 | |
| | C | 29 | 76.3793 | |
| Independent Samples Test | | | | |
| F | Sig. | T | Df | Sig. (2-Tailed) |
| .066 | .798 | -2.697 | 56 | .009 |
| | | -2.697 | 55.803 | .009 |

The data above indicates a significant difference between the experimental group (Class C) and the control group (Class D) in the test results. The experimental group recorded a higher average score, which is 76.3793, while the control group had an average score of 66.7241. Furthermore, the significance value shows 0.09, indicating a significant difference between the two groups. This finding provides evidence that the treatment or variable tested in the experimental group had a positive impact on the observed outcomes compared to the control group. This difference will be further analyzed to gain a deeper understanding of the implications of the treatment on the research results.

At this stage, the researcher conducted a test to measure students' understanding of the material presented in the Gender Equality Values Integrated E-Module on the topic of the Development of Islam in Indonesia. Through further analysis, it was found that out of the 29 students in the experimental group (Class VIII C) who received the material through the E-module, 22 students or 76% of them successfully met the Learning Objectives Achievement

Criteria (KKTP). In contrast, in the control group (Class VIII D), only 12 out of 29 students managed to achieve the Learning Objectives Achievement Criteria (KKTP), which is equivalent to 41% of those students. These results indicate a significant difference in understanding related to the material on the development of Islam in Indonesia and the integration of gender equality values.

From the results of this development, it is evident that the teaching materials developed by the researcher have gone through various stages of research and development (Research and Development). The development has had a positive impact, as students no longer feel bored, and their interest in learning has increased. This is because the teaching materials developed by the researcher meet their expectations, especially in terms of an attractive design/layout, adequate visual imagery, and the use of various colors on each page. Furthermore, the Social Studies teachers at SMP Negeri 8 Semarang also expressed that this interactive E-module met their expectations for the development of materials needed in the teaching process.

CONCLUSION

The developed Interactive E-Module has successfully integrated gender equality values into the Social Science curriculum. The validity of this interactive module has been ensured through expert validation and student readability data. The results indicate high validity ratings from experts in gender studies, history, media, and experienced Social Science teachers. Furthermore, there is a significant difference in learning outcomes between students who used the E-Module and those who did not. This research demonstrates that integrating gender equality values into the curriculum using interactive E-Modules is an effective approach to improving learning outcomes. E-Modules can significantly contribute to promoting gender equality through Social Science education in Indonesia. The implications of this research suggest that similar interactive modules can be developed for various subjects to foster gender

equality awareness and support broader goals of inclusive and relevant education.

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